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ABSTRACT

Designed to promote greater exposure to media, especially video, this curriculum plan incorporates the "Standards of Learning Objectives for Virginia Public Schools" and outlines a variety of learning activities that are specifically geared to the standards for library and information use, keying them to subject matter already included in the curriculum. For each grade level, media activities and book titles for enrichment are provided. In addition, guidelines for off-air recording of broadcast programming for educational purposes are provided. The bibliography contains both sources for video reviews and a listing of wholesale and retail outlets of video acquisition. (EW)

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CAPTAIN VIDEO INTRODUCES POWER, PROCESS, AND PRODUCTION: MEDIA TO ENHANCE LEARNING, K - 12

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Presentation for

Thirteenth Annual Conference

of the

Virginia Educational Media Association

"Expanding Access to Information in a Learning Society:

Today, Tomorrow, Future"

Friday, October 16, 1987

10:00 - 10:45

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OBJECTIVES

1. Teachers need to be knowledgeable concerning current technology and its use in the classroom.

2. The development of critical thinking is essential and media use is a strategy for effectively showing the student information.

3. Teachers need to know different examples of using media to clarify and expand concepts and to implement the use of these media into the existing curriculum.

4. A variety of Standards of Learning from the State of Virginia can be used in order to demonstrate how teachers can more effectively utilize media to teach concepts.

In our original objectives for this presentation we stated that teachers need to be knowledgeable about current technology and that teachers need to know different examples of using video to clarify and expand concepts in the existing curriculum. In preparing the presentation we discussed the advantages of using video in the classroom.

There are clear advantages of using video over other media: it is widely available (Over 40 percent of the homes in the United States are equipped with at least one VCR.), software in video format is generally lower in price than film versions of the same content, materials are widely available for sale and/or low cost rental, and the format is rapidly becoming easier and more cost effective to use to produce unique classroom materials. Of these reasons, the familiarity of the format, its unprecedented position of being welcomed into and heavily used in the home, its overall familiarity, lends video to wide use in the classroom, free of the intimidation so frequently associated with use of other audio visual media.

As we discussed the presence of video further, we came to notice how we are increasingly surrounded by media. Not only video (and television) but also radio, film, records (increasingly cassettes and compact discs), computers and their output, even print media barrage our senses every day. In their wake we may feel a sense of powerlessness, that the barrage we are subjected to is out of our control. We are not consciously aware of how much control we actually have, that the choices of heeding to the media and using the technology to our advantage are ours.

Children are fascinated, even entranced by technology. They seem to gravitate to it naturally. Children are also quite familiar with concerns of power; they know how little they have and this knowledge is frequently reflected in their play and fantasies. Of late, their fascination with technology and desire for power seem to have become inextricably intertwined in such television programming and resultant merchandising as the Transformers and GoBots.

The more we examined these themes the more we realized a need for basic media literacy: the need for students to acquire basic understanding of the tools of communication, information storage and retrieval, and entertainment to be able to use these tools throughout their life.

Returning to our original objectives we saw a need to expand the premise to incorporate all media, not just video. Our original objectives referred to the Standards of Learning Objectives for Virginia Public Schools. In them we saw a possible solution to this need for basic media awareness. By incorporating the Standards of Learning Objectives for Library/Information Use into the curriculum as part of the activities designed to achieve the learning objectives in other disciplines, in the process students will be exposed to and acquire the basic media skills.

In this presentation we attempt to outline a variety of learning activities which are specifically geared to the SOLs: Library/Information Use, keying them to subject matter already included in the curriculum.

Standards of Learning Objectives: Library/Information Use for Virginia Public Schools. Commonwealth of Virginia, Department of Education, Richmond, Virginia 23216, April, 1986.

INTRODUCTION

The Standards of Learning (SOL) Objectives for Library/Information Use are the result of a statewide effort to identify a scope and sequence of concepts, skills, and attitudes from kindergarten through grade twelve.

The major purpose of the SOL Objectives for Library/Information Use is to produce students who are independent, effective, and lifelong users of information, while fostering aesthetic appreciation in the areas of reading, viewing, and listening. The program goals are:

- the ability to identify a wide range of information sources and recognize ways information is organized in these sources;
- the ability to locate and select information sources to meet specific needs;
- the ability to use bibliographic data to acknowledge information sources;
- the ability to evaluate, analyze, and synthesize information for a specific use; and
- the ability to apply information for the purposes of problem solving, decision making, and communication.

The success of this SOL program will depend upon four factors. They are:

- a cooperative working relationship between the classroom teacher and the librarian;
- access to resources that support the objectives;
- assessment of student achievement of the objectives; and
- cooperation between the school library and public, academic, and other community libraries.

It is hoped that the Standards of Learning Objectives for Library/Information Use will establish a foundation for systematically coordinating and planning instruction to better serve students, teachers, and librarians.

Core objectives are essential at each grade level. These skills should be emphasized each year after being introduced in kindergarten. (There is no correlation between core number and grade level.)

CRITICAL PLANNING CHECKLIST

-- Will your materials be for motivational, information, or instructional purposes?

-- Have you considered the audience that will use the material and its characteristics?

-- Have you prepared a content outline?

-- Have you considered whether a videotape recording, or film, is an appropriate medium for accomplishing the objectives and handling the content?

-- Have you written a treatment to help organize the handling of the content?

-- Have you sketched a storyboard to assist with your visualization of the content?

-- Have you prepared a scene by scene script as a guide for your shooting?

-- Have you, if necessary, selected other people to assist with the production and required related services?

-- Have you considered the specifications necessary for your production?

-- Have you expressed your ideas clearly and limited the topic?

-- Have you stated the objectives to be served by your production?

Standards of Learning Objectives: Library/Information Use for Virginia Public Schools

CORE OBJECTIVES

Core 1 The student will demonstrate responsible use of the library/information center.
Descriptive Statement: Emphasis is on citizenship, care of materials, and policies/procedures.

Core 2 The student will select recreational and informational sources appropriate to his level.
Descriptive Statement: Emphasis is on choosing materials appropriate to ability, interest, and need.

Core 3 The student will participate in a variety of experiences to increase appreciation of literature.
Descriptive Statement: Emphasis is on a variety of literary forms and formats, which are introduced at appropriate grade levels.

Core 4 The student will use appropriate questioning skills to retrieve information.
Descriptive Statement: Emphasis is on the development of questioning skills.

Core 5 The student will recognize the availability of information from a variety of community resources.
Descriptive Statement: Emphasis is on public, academic, and special libraries as well as other institutions, agencies, and individuals.

Core 6 The student will demonstrate an understanding of the ownership of ideas.
Descriptive Statement: Emphasis is on respecting copyright regulations and crediting sources.

Core 7 The student will participate in a variety of media production activities.
Descriptive Statement: Emphasis is on the development of student creativity through various enrichment experiences.

Grade Level Standards of Learning K - 12
Library/Information Use for Virginia Public Schools

KINDERGARTEN

Standard of Learning -- Library/Information Use.

K.2 The student will discuss the main idea and sequence of events.

ACTIVITY: The class will make a photo sequence of a lima bean planting activity.

The planting of beans is a time honored classroom activity. To help with understanding sequence photographs will be taken of the beans growing at different times in the activity.

Students preparing and planting the seeds, watering the seed cups, the sun, cloudy days, etc. may be incorporated. Photographing with a Polaroid camera permits many shots to be taken without tying up a camera for the many weeks of bean growth.

Each child should be given an opportunity to operate the camera (with assistance if necessary) and to see the immediate results.

Final photographs can be used at end of the bean planting activity to summarize the entire experience.

Enrichment:

Qty.	Author	Title	Paperback List Price
KINDERGARTEN			
____	Aardema	BRINGING THE RAIN TO KAPITI PLAIN: NANDI TALE	3.95
____	Asch	HAPPY BIRTHDAY, MOON	4.95
____	Carle	THE VERY HUNGRY CATERPILLER H/C	13.95
____	De Regniers	MAY I BRING A FRIEND?	4.95
____	Eastman	ARE YOU MY MOTHER? H/C	5.95
____	Freeman	CORDUROY	3.50
____	Gag	MILLIONS OF CATS	3.95
____	Galdone	THE THREE BEARS	3.50
____	Hoban	JAM AND BREAD FOR FRANCES	2.95
____	Hutchins	ROSIE'S WALK	3.95
____	Johnson	HAROLD AND THE PURPLE CRAYON	2.95
____	Keats	THE SNOWY DAY	3.95
____	Krauss	THE CARROT SEED	3.95
____	McCloskey	MAKE WAY FOR DUCKLINGS	3.95
____	Piper	THE LITTLE ENGINE THAT COULD	6.95

FIRST GRADE

Standard of Learning -- Library/Information Use.

1.2 Student will recognize the parts of a book.

ACTIVITY: Students will make their own book in the class.

The book can be anything, most likely a story. (This Is My Life) which they can fill in with chapters, page numbers, title page, etc.

An activities session can make a jacket and bind the books.

Enrichment:

GRADE 1

____	Brown	RUNAWAY BUNNY.....	3.95
____	Duvoisin	PETUNIA.....H/C	7.95
____	Galdone	THREE LITTLE PIGS.....	4.80
____	Hoban	BEDTIME FOR FRANCES.....	2.95
____	Kellogg	CHICKEN LITTLE.....	3.95
____	Lobel	FROG AND TOAD ARE FRIENDS.....	2.95
____	McCloskey	BLUEBERRIES FOR SAL.....	3.95
____	Minarik	LITTLE BEAR	2.95
____	Mosel	TIKKI TIKKI TEMBO.....	2.95
____	Potter	TALE OF PETER RABBIT.....	1.95
____	Scott	SAM.....H/C	12.95
____	Sendak	WHERE THE WILD THINGS ARE.....	4.95
____	Slobodkina	CAPS FOR SALE.....	2.50
____	Steig	SYLVESTER & THE MAGIC PEBBLE.....	4.95
____	Zion	HARRY THE DIRTY DOG.....	2.95

SECOND GRADE

Standard of Learning -- Library/Information Use

2.4 The student will recognize emotional reactions and motives of story characters.

ACTIVITY: The teacher will show to the class a popular story that either has no dialogue or minimal dialogue, on film or video (Where The Wild Things Are).

Afterwards she will lead the children in a discussion as to why the characters acted the way they did, and how the child knows this.

Enrichment:

GRADE 2

____	Brown	STONE SOUP	3.95
____	De Paule	CLOUD BOOK.....	5.95
____	Ets	GILBERTO AND THE WIND.....	3.95
____	Hogrogian	ONE FINE DAY.....	3.95
____	Jacob	JACK AND THE BEANSTALK.....	1.95
____	Kellogg	PINKERTON, BEHAVE!.....	3.95
____	Lionni	FREDERICK.....	3.95
____	Mayer	THERE'S A NIGHTMARE IN MY CLOSET.....	3.50
____	Peet	THE WHINGDINGDILLY.....	3.95
____	Provensen	YEAR AT MAPLE HILL FARM.....H/C	15.95
____	Steptoe	STEVIE.....	3.95
____	Turkle	DO NOT OPEN.....	3.95
____	Viorst	ALEXANDER & THE TERRIBLE, HORRIBLE, NO-GOOD, VERY BAD DAY.....	2.95
____	Waber	IRA SLEEPS OVER.....	3.95
____	Yashima	CROW BOY.....	3.95

THIRD GRADE

Standard of Learning -- Library/Information Use

3.7 The student will recognize that information sources are available in a variety of formats.

ACTIVITY: Students will construct bulletin boards on the World/Community for display in the school or classroom. These bulletin boards can range from the narrow confines of the local community to the world at large. Activity may concentrate on maps.

In constructing the bulletin boards the teacher will lead the students in the discovery of information from a variety of sources.

1. Personal experience and knowledge for local mapping and description.
2. Maps, atlases, encyclopedias for broader information on specific countries.
3. Audio Visual materials for visual research for preparation of graphics for the bulletin boards.
4. The use of a bulletin board as an information source in itself. (Sub-lesson: Where else are there bulletin boards, how does a bulletin board differ from a bill-board, etc.)

Constructing the bulletin boards can assist in achieving a variety of the SOLs in Social Studies for this grade level:

3.3 Participating in decision-making process by identifying problems and possible solutions.

3.6 Student will draw a simple map of the neighborhood and community.

3.10 Compare customs and habits of different ethnic groups in the U.S. and other parts of the world.

3.12 Recognize and define global features.

3.15 Use resource materials to compile information and reports.

Enrichment:

GRADE 3

____	Aardema	WHY MOSQUITOES BUZZ IN PEOPLE'S EARS: A WEST AFRICAN TALE.....	3.95
____	Aliki	STORY OF JOHNNY APPLESEED.....	4.95
____	Cleary	RAMONA AND HER FATHER.....	2.95
____	De Paola	STREGA NONA.....	4.95
____	Dr. Seuss	500 HATS OF BARTHOLOMEW CUBBINS...H/C	7.85
____	Goble	GIFT OF SACRED DOG.....	4.95
____	Gross	EMPEROR'S NEW CLOTHES.....	1.95
____	Hall	OX-CART MAN.....	4.95
____	McCloskey	LENTIL.....	3.95
____	Ness	SAM, BANGS AND MOONSHINE.....	3.95
____	Parish	AMELIA BEDELIA.....	2.95
____	Peet	BIG BAD BRUCE.....	3.95
____	Silverstein	GIVING TREE.....H/C	9.95

FOURTH GRADE

Standard of Learning -- Library/Information Use

4.1 The student will identify a folk tale, a myth and a tall tale.

ACTIVITY: Students will each tell a story (folk, myth or tall tale), recording it into a tape recorder or video system.

By telling the story verbally the student gains valuable public speaking experiences and also learns the nature of oral tradition, expanding and enlarging the story accordingly.

Using the recording medium gives the student experience with a technology she/he will encounter for the rest of his/her life.

Enrichment:

GRADE 4

____	Cameron	WONDERFUL FLIGHT TO THE MUSHROOM PLANET.....H/C	14.45
____	Dalgliesh	COURAGE OF SARAH NOBLE.....	4.95
____	Estes	HUNDRED DRESSES.....	4.95
____	Fellings	JAMBO MEANS HELLO.....	3.50
____	Jacobs	FABLES OF AESOP.....	5.95
____	Krumgold	. . . AND NOW MIGUEL.....	3.95
____	Lawson	RABBIT HILL.....	3.50
____	Louie	YEH SHEN: CINDERELLA STORY FROM CHINA.....H/C	10.95
____	Small	BABA YAGA.....H/C	9.95
____	Monjo	DRINKING GOURD.....	2.95
____	Patterson	KOKO'S KITTEN.....	3.95
____	White	CHARLOTTE'S WEB.....	2.50
____	Williams	VELVETEEN RABBIT.....	2.50

FIFTH GRADE

Standard of Learning -- Library/Information Use

5.7 The student will choose and be able to operate appropriate equipment needed to use nonprint materials.

ACTIVITY: Teach each student how to run the videotape recorder. Discuss procedures and directions. Allow each student a chance to operate it. Students then have a chart with their names on it and they each get a turn to operate the video machine. Complete a short videtape of orally reading one of the following books.

Enrichment:

GRADE 5

____	Boston	CHILDREN OF GREEN KNOWE.....	3.95
____	Dahl	JAMES AND THE GIANT PEACH.....	2.75
____	Fitzhugh	HARRIET THE SPY.....	3.25
____	Fritz	AND THEN WHAT HAPPENED, PAUL REVERE?.	5.95
____	Hamilton	HOUSE OF DIES DREAR.....	3.95
____	Lawson	BEN AND ME.....	2.75
____	MacLachian	SARAH, PLAIN AND TALL.....	3.95
____	Miles	ANNIE AND THE OLD ONE.....	3.95
____	Milne	WINNIE THE POOH.....	2.95
____	Norton	BORROWERS.....	3.95
____	Provenson	GLORIOUS FLIGHT.....H/C	13.95
____	Robertson	HENRY REED, INC.....	3.25
____	Seldon	CRICKET IN TIMES SQUARE.....	2.95
____	Speare	SIGN OF THE BEAVER.....	3.25
____	Wilder	LITTLE HOUSE IN THE BIG WOODS.....	2.95

SIXTH GRADE

Standard of Learning -- Library/Information Use

6.6 The student will identify and use the vertical file to locate information on a given topic.

ACTIVITY: Students create a vertical file instead of a report paper on a topic in the curriculum (For example: countries of the world).

Have students create a vertical file. Each student is assigned an individual country on which to build her file. Constructing the file should be considered as important and treated as a research report.

The assignment begins with a description of the vertical file, its uses and applications, etc., as well as a demonstration of an existing file. (A visit to a library or media center may be appropriate at this point.) Introduction stresses the ephemeral nature of vertical file materials, brevity of materials in file, and unusual source and scope of file materials.

Such materials as maps, government reports, travel brochures, etc. are basic to a vertical file on countries of the world. Acquiring the materials

becomes similar to a treasure hunt. A unit on letter writing may be incorporated with each student writing to Embassies or other sources to acquire materials for her file.

Enrichment:

GRADE 6

____	Cleary	DEAR MR. HENSHAW.....	2.95
____	D'Aulaire	BOOK OF GREEK MYTHS.....	10.95
____	Gates	BLUE WILLOW.....	3.95
____	Grahame	WIND IN THE WILLOWS.....	3.25
____	Hastings	SIR GAWAIN AND THE LOATHLY LADY.....	3.95
____	Henry	KING OF THE WIND.....	2.95
____	Juster	PHANTOM TOLLBOOTH.....	2.95
____	Kipling	JUST SO STORIES.....	1.95
____	Konigsburg	FROM THE MIXED UP FILES OF MRS. BASIL E. FRANKWEILER.....	2.95
____	Neufeld	EDGAR ALLAN.....	2.25
____	O'Dell	ISLAND OF BLUE DOLPHINS.....	2.95
____	Peck	GHOST BELONGED TO ME.....	2.75
____	Sperry	CALL IT COURAGE.....	3.95
____	Van Allsburg	MYSTERIES OF HARRIS BURDICK.....H/C	14.45
____	Yep	CHILD OF THE OWL.....	2.95

SEVENTH GRADE

Standards of Learning -- Library/Information Use

7.3 The student will acknowledge copyright laws.

ACTIVITY: Student experience first hand the effects of theft of intellectual property, to open discussion on topic.

Have students write an essay or short story. The material written should be of a creative nature and original; something that is the students' own work. Papers are handed in without names on them (perhaps using a code number so that the student can identify his/her paper at a later time. Papers are graded and returned to students, then returned to the teacher who passes them out to other students with the instruction to put their names on the papers and hand them in again. It might be possible to extend the experiment between two different classes. Final grade is then given to the second student, in essence rewarding the student for someone else's work. Students will, of

course, protest, at which time the teacher leads discussion of fair payment for work and creativity completed, correlating the experiment to quoting without citing, duplicating records and tapes, plagiarism, etc.

Grades are used as a payment form familiar to Junior High students, most of whom are not in the work force. They are, however, familiar with grades as a reward system.

Enrichment:

Qty.	Author	Title	Grade	Reading Level	Unit	Paperback List Price
NOVELS						
____	Hentoff	DAY THEY CAME TO ARREST THE BOOK.....	8	Av	8-5	2.50
____	Hinton	THE OUTSIDERS.....	7	Av	7-5	2.95
____	Holm	NORTH TO FREEDOM.....	7	Av-Adv	7-2	4.95
____	Holman	SLAKE'S LIMBO.....	8	Av	8-6	2.50
____	Hunt	ACROSS FIVE APRILS.....	8	Easy-Av	8-2	2.50
____		NO PROMISES IN THE WIND..	8	Easy-Av	8-2	2.50
____		UP A ROAD SLOWLY.....	8	Easy-Av	8-2	2.50
____	Joe	YING-YING: PIECES OF A CHILDHOOD.....	6	Av	6-3	7.75
____	Kjelgaard	BIG RED.....	7	Av	7-3	2.95
____	Knight	LASSIE COME HOME.....	7	Av	7-3	3.50
____	Knowles	A SEPARATE PEACE.....	9	Av	9-5	2.95
____	Konigsburg	FROM THE MIXED-UP FILES OF MRS. BASIL E. FRANKWEILER.....	9	Av-Adv	9-2	2.95
____	Lawson	BEN AND ME.....	6	Easy	6-3	2.75
____	Lee	TO KILL A MOCKINGBIRD....	9	Ad-Adv	9-5	3.50
____	Le Guin	WIZARD OF EARTHSEA.....	7-9	Ad-Adv		3.50
____	L'Engle	WRINKLE IN TIME.....	7	Easy-Av	7-7	2.95
____	Lewis	LION, THE WITCH AND THE WARDROBE.....	7	Av	7-6	2.95
____		THE MAGICIAN'S NEPHEW....	7	Av	7-6	2.95
____		THE SILVER CHAIR.....	7	Av	7-6	2.95
____	Lipsyte	THE CONTENDER.....	8	Av	8-4	2.95
____	Little	FROM ANNA.....	7	Easy	7-2	2.95
____	London	CALL OF THE WILD.....	7	Av	7-3	1.95
____	Lord	IN THE YEAR OF THE BOAR AND JACKIE ROBINSON....	6	Av	6-5	2.95
____	Lowry	A SUMMER TO DIE.....	8	Av	8-6	2.50
____	McCaffrey	DRAGONSONG.....	7	Av-Adv	7-6	3.50

EIGHTH GRADE

Standard of Learning -- Library/Information Use

8.2 The student will use a variety of materials for research, making a distinction between primary and secondary sources.

ACTIVITY: Using the video medium, the instructor graphically demonstrates the difference between primary and secondary sources with 60 Minutes.

The instructor obtains a video recording of a 60 Minutes segment (The Best of 60 Minutes is available on pre-recorded cassettes.) The segment is reviewed several times to obtain references to other (primary) sources identified in the report segment. Copies of newspaper or journal stories are obtained for use in the classroom. In the classroom the teacher shows the 60 Minutes segment and follows with discussion.

Following discussion, original source materials are shared. Class as a group conducts additional research in the library on the topic covered by 60 Minutes.

Instructor may wish to video tape a segment with the students playing different roles (Interviewer, etc.) using only the information they uncovered themselves in their research.

60 Minutes is used because of its familiarity to the general population, its currency, and accessibility. An individual may prefer to use 20/20 or West 57th or another TV news magazine but should be forewarned about the limited time span for use in the classroom of a program taped off-air; following fair-use guidelines.

Enrichment:

SHORT STORIES

____	Asimov	ASIMOV'S MYSTERIES.....	7	Av	7-6	2.95
____		I, ROBOT.....	7	Av	7-6	3.95
____	Benet	DEVIL AND DANIEL WEBSTER AND OTHER STORIES.....	8	Av	8-2	2.95
____	Bradbury	R IS FOR ROCKET.....	6-9	Av-Adv		2.95
____	Harte	THE OUTCASTS OF POKER FLAT AND OTHER TALES...	8	Av	8-3	2.50
____	Hawthorne	TWICE TOLD TALES.....	7	Av-Adv	7-6	1.50
____	Henry, O.	POCKET BOOK OF O HENRY SHORT STORIES.....	6-9	Av-Adv		3.95

Enrichment:

SHORT STORIES (Continued)

____	Irving	LEGEND OF SLEEPY HOLLOW AND OTHER STORIES.....	8	Av	8-3	3.95
____	Keyes	FLOWERS FOR ALGERNON.....	8	Av	8-6	2.95
____	Kipling	JUST SO STORIES.....	6	Av	6-2	1.75
____		TALES FROM THE JUNGLE BOOK.....	6	Av	6-2	7.95
____	London	TO BUILD A FIRE.....	9	Av-Adv	9-3	2.50
____	Mazer	DEAR BILL, REMEMBER ME?..	8	Av	8-2	2.95
____	Poe	FALL OF THE HOUSE OF USHER, and Other Stories.....	6-9	Av-Adv	8-2	2.75
____	Singer	GIMPEL THE FOOL AND OTHER STORIES.....	6-9	Av		2.95
____	Thurber	MY WORLD AND WELCOME TO IT.....	7	Av-Adv	7-6	5.95
____	Van Allsburg	THE MYSTERIES OF HARRIS BURDICK.....H/C	6	Av	6-2	14.45

NINTH GRADE

Standard of Learning -- Library/Information Use

9.2 Student will evaluate and use mass media as sources of information.

ACTIVITY: Compare the same news story in a variety of sources: Radio, Local television news, Network news, Local Newspaper, National Newspaper, (NY Times, USA Today) Weekly News Magazine, Specialized News Magazine (Christian Century, etc.).

Chart the facts in the story: Who, What, When, Where, Why. What sources offered more than 5W. Which offered commentary and interpretation. How do the versions differ.

Enrichment:

NOVELS

____	Stevenson	THE STRANGE CASE OF DR. JEKYLL AND MR. HYDE....	9	Av-Adv	9-5	2.50
____		TREASURE ISLAND.....	7	Av-Adv	7-4	1.95
____	Swarthout	BLESS THE BEASTS AND CHILDREN.....	8	Av	8-1	2.95

Enrichment:

NOVELS (Continued)

____	Taylor	LET THE CIRCLE BE UNBROKEN.....	9	Easy-Av	9-5	2.95
____		ROLL OF THUNDER, HEAR MY CRY.....	8	Easy-Av	8-2	2.95
____		SONG OF THE TREES.....	7	Easy-Av	7-3	1.95
____	Taylor	THE CAY.....	7	Easy-Av	7-5	2.50
____		TROUBLE WITH TUCK.....	6	Av	6-2	2.50
____	Tolkien	THE HOBBIT.....	7	Av-Adv	7-6	3.95
____		THE TRILOGY OF THE RING..	9	Av-Adv	9-4	11.85
____	Twain	THE ADVENTURES OF TOM SAWYER.....	8	Av-Adv	8-3	1.75
____		THE PRINCE AND THE PAUPER	9	Av	9-2	1.95
____	Uchida	A JAR OF DREAMS.....	7	Easy-Av	7-2	3.95
____		JOURNEY TO TOPAZ.....	8	Easy	8-2	5.95
____	Verne	TWENTY THOUSAND LEAGUES UNDER THE SEA.....	7	Adv	7-7	2.50
____	Voigt	DICEY'S SONG.....	8	Av	8-1	2.50
____		A SOLITARY BLUE.....	9	Av	9-5	2.50
____	Wells	WAR OF THE WORLDS.....	9	Av	9-4	2.25
____	Wershba	THE DREAM WATCHER.....	9	Av	9-1	2.95
____	West	FRIENDLY PERSUASION.....	8	Av-Adv	8-2	4.95
____	White	DEATHWATCH.....	9	Easy-Av	9-5	2.95
____	White	SWORD AND THE STONE.....	9	Av-Adv	9-2	2.95
____	Wilder	LET THE HURRICANE ROAR...	8	Easy-Av	8-2	2.95
____	Yep	CHILD OF THE OWL.....	7	Av	7-2	2.95
____	Yolen	GIFT OF SARAH BARKER.....	8	Easy-Av	8-2	1.95

TENTH GRADE

Standard of Learning -- Library/Information Use

10.2 The student will identify on-line databanks as retrieval systems.

ACTIVITY: Students are exposed to the functions and capabilities of online searching.

First, the instructor assures that students are familiar with traditional search strategies using print sources (Reader's Guide, etc.).

After initial introduction to print searching techniques the class is exposed to on-line searching. It may be necessary to leave the school, to arrange for a demonstration at a local college or university.

The class as a group searches for information on a given topic, tracking how long it takes to find the information through traditional searching strategies and techniques. At the on-line sight records are kept as to how long the search took.

In the classroom, the teacher discusses the advantages and disadvantages of both types of searching, with special attention to financial cost of searching on line.

If possible, searching through CD ROM is covered as well.

Enrichment:

SHORT STORIES

____	Andereson	WINESBURG.....	11	Av	2.95
____	Benet	THE DEVIL AND DANIEL WEBSTER.....	10-11	Av	1.95
____	Irving	THE LEGEND OF SLEEPY HOLLOW.....	11	Av	1.25
____	Jackson	THE LOTTERY.....	10-11	Av	7.95
____	Joyce	THE DUBLINERS.....	12	Adv	3.95
____	Kafka	METAMORPHOSIS.....	12	Adv	3.95
____		PENAL COLONY.....	12	Adv	6.95
____	Keyes	FLOWERS FOR ALGERNON.....	9	Easy-Av	2.95
____	London	TO BUILD A FIRE (Best Short Stories of Jack London.....	10	Av	2.25
____	Poe	THE TELL-TALE HEART.....	9-11	Av	3.50

ELEVENTH GRADE

Standard of Learning -- Library/Information Use

11.4 The student will synthesize information from multiple sources to prepare a research report.

ACTIVITY: There is no way around this one: the student writes a traditional research paper. The teacher stresses very strongly, however, that information is to come from more than just books and magazines. As much as possible the teacher insists that audio visual and non-traditional print sources be included in the materials cited list (bibliography): government documents, etc.).

Special care should be taken in the selection of topics for the papers to ensure that coverage is possible in a variety of sources.

Students should be encouraged to select non-print presentation modes for the reports if appropriate: slides, video, tapes, or to include appropriate visuals in the final presentation.

Enrichment:

NON-FICTION

____	Adler	SIX GREAT IDEAS.....	12	Av-Adv	5.95
____	Brown	BURY MY HEART AT WOUNDED KNEE.....	11-12	Av-Adv	4.95
____	Carson	THE SEA AROUND US.....	9-12	Av-Adv	4.95
____		SILENT SPRING.....	9-12	Av-Adv	3.50
____	Catton	A STILLNESS AT APPOMATTOX.....	11	Av-Adv	5.95
____	Dinesen	OUT OF AFRICA.....	12	Av-Adv	4.95
____	Downs	BOOKS THAT CHANGED THE WORLD.....	12	Adv	4.50
____	du Bois	SOULS OF BLACK FOLK.....	11-12	Av	3.95
____	de Tocqueville	DEMOCRACY IN AMERICA (Abridged).....	11-12	Adv	3.95
____	Eisley	THE IMMENSE JOURNEY.....	10	Av	3.95
____	Federalist	FEDERALIST PAPERS.....	11	Av-Adv	3.50
____	Galarza	SPIDERS IN THE HOUSE (Hardcover Only).....	11-12	Av-Adv	9.75
____	Hamilton	MYTHOLOGY.....	9	Av	3.50
____	Harding	THERE IS A RIVER: THE BLACK STRUGGLE IN AMERICA.....	11	Av	6.95
____	Hersey	HIROSHIMA.....	10	Av	2.75
____	Houston	FAREWELL TO MANZANAR.....	9-10	Easy-Av	2.50
____	Neihardt	BLACK ELK SPEAKS.....	10-11	Av	3.95
____	Paz	LABYRINTH OF SOLITUDE....	12	Adv	9.95
____	Terkel	WORKING.....	12	Adv	4.95
____	Thoreau	WALDON & CIVIL DISOBEDIENCE.....	11-12	Av-Adv	1.75
____		WALDON & OTHER WRITINGS..	11-12	Av-Adv	1.75
____	Thurber	MY WORLD--AND WELCOME TO IT.....	9-12	Easy-Av	5.95
____		THURBER CARNIVAL.....	9-12	Easy-Av	7.95
____	Twain	LIFE ON THE MISSISSIPPI (Bantam).....	9-11	Av	1.95
____		LIFE ON THE MISSISSIPPI (Signet).....	9-11	Av	1.95
____	Uchida	DESERT EXILE: THE UPROOTING OF JAPANESE-AMERICAN FAMILY.....	9-10	Easy-Av	12.30

TWELFTH GRADE

Standard of Learning -- Library/Information Use

12.2 The student will recognize the strengths, weaknesses and impact of various media.

ACTIVITY: Advertising is addressed. Students are shown a variety of television and print advertising (perhaps radio) and encouraged to pick it apart.

Special attention is paid to tricks of advertising: close-ups, wording, etc.).

All effort is made to assist students to become discriminating viewers of advertising.

Some commercials to view: Soft drinks and beer, laundry and personal hygiene products, food (especially fast foods).

Local newsbreaks - are they news or promos for the 11:00 broadcast?

Enrichment:

AUTOBIOGRAPHY/BIOGRAPHY

____	Hansberry	TO BE YOUNG, GIFTED & BLACK.....	10	Av	3.50
____	Haskins	LIFE & DEATH OF MARTIN LUTHER KING JR. (Library Bound).....	9-10	Easy-Av	11.95
____	Keller	STORY OF MY LIFE.....	9-10	Easy-Av	1.95
____	Kherdjian	THE ROAD FROM HOME (Library Bound).....	9-10	Easy-Av	13.00
____	Kingston	THE WOMAN WARRIOR.....	11-12	Av-Adv	3.95
____		CHINA MEN.....	11-12	Av-Adv	2.95
____	Kroeber	ISHI, LAST OF HIS TRIBE..	9-10	Av	2.95
____	Malcolm X	AUTOBIOGRAPHY OF MALCOLM X.....	11-12	Av-Adv	2.95
____	Oates	LET THE TRUMPET SOUND....	10	Av	4.95
____	Petry	HARRIET TUBMAN: CONDUCTOR ON THE UNDERGROUND RAILROAD...	9	Easy-Av	2.95
____	Sandburg	ABE LINCOLN GROWS UP.....	11	Easy-Av	3.95
____	Siegal	UPON THE HEAD OF THE GOAT: A CHILDHOOD IN HUNGARY 1939-1944.....	9-10	Easy-Av	2.25

Enrichment:

AUTOBIOGRAPHY/BIOGRAPHY (Continued)

____	Stone	NISEI DAUGHTER.....	9-10	Easy	10.55
____	Specht	TISHA: THE STORY OF A YOUNG TEACHER IN THE ALASKA WILDERNESS.....	9-10	Easy-Av	3.95
____	Stuart	THE THREAD THAT RUNS SO TRUE.....	9	Easy	8.95
____	Weisel	NIGHT.....	11-12	Easy-Av	2.95
____	Wright	BLACK BOY.....	11-12	Av-Adv	3.95

Guidelines for Off-Air Recording of Broadcast Programming for Educational Purposes

1. The guidelines were developed to apply only to off-air recording by non-profit educational institutions.

2. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable re-transmission) and retained by a non-profit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge.

3. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty-five (45) day calendar day retention period. "School days" are school session days -- not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions -- within the forty-five (45) calendar day retention period.

4. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

5. A limited number of copies may be reproduced from each off-air recording to meet legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.

6. After the first ten (10) consecutive school days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other non-evaluation purposes without authorization.

7. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

8. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

9. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.

These guidelines were drafted by a Negotiating Committee consisting of representatives of educational organizations, copyright proprietors and creative guilds and unions, established by the House Subcommittee on Courts, Civil Liberties and Administration of Justice in March of 1979. The completed guidelines were presented in October of 1981.

Although the guidelines do not address the use of off-air recordings made in a private residence, it is generally agreed by such copyright experts as Ivan Bender that these guidelines also apply to the use in an educational institution of tapes recorded at home.

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Video
Video Librarian
Video Review
Video Times

BOOKS

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Ebert, Roger. Roger Ebert's Movie Home Companion, 1987. Andrews, McMeel & Parker, 1986.

Maltin, Leonard. Leonard Maltin's TV Movies and Video Guide, 1987. NAL, 1986.

Monaco, James. The Connoisseur's Guide to the Movies. Facts on File, 1985.

Ryan, Desmond. Video Capsule Reviews. S. & S., 1985.

BOOKS -- "BEST LISTS"

International Motion Picture Almanac. Quigley, 1986.

Steinberg, Cobbett. Film Facts. Facts on File, 1980.

VIDEO REVIEWS: NONTHEATRICAL

PERIODICALS

Booklist
EFLA Evaluations
Landers Film Reviews
Librarian's Video Review
Library Journal
Sightlines
Video
Video Librarian
Video Review
Video Times

VIDEO REVIEWS: CHILDREN'S

PERIODICALS

EFLA Evaluations
Landers Film Reviews
School Library Journal
Sightlines
Video
Video Librarian
Video Review
Video Times
Young Viewers

VIDEO ACQUISITION: FEATURES

WHOLESALE

Baker & Taylor, 652 E. Main St., P.O. Box 6920, Bridgewater, NJ 08807.

Brodart Co., 500 Arch St., Williamsport, PA 17705.

Commtron Corp., 2450 Bell Ave., Des Moines, IA 50321.

Ingram, 347 Redwood Dr., Nashville, TN 37217.

Metro Video Distribution, 92 Railroad St., Hasbrouch Heights, NJ 07604.

Professional Media Service, 1448 W. Rosecrans Ave., Gardena, CA 90249.

Video Trend, 12900 Richfield Ct., Livonia, MI 48150.

RETAIL

Blackhawk Films (classics), 1 Old Eagle Bldg., Box 3990, Davenport, IA 52808.

Movies Unlimited (contemporary), 6736 Castor Ave., Philadelphia, PA 19149.

Nostalgia Merchant (classics), 6255 Sunset Blvd., Suite 1019, Hollywood, CA 90028.

Tamarelle's Internat. Films (foreign), 110 Cohasset Stage Rd., Chico, CA 95926.

VIDEO ACQUISITION: NONTHEATRICAL

WHOLESALE

Baker & Taylor, 652 E. Main St., P. O. Box 6920, Bridgewater, NJ 08807.

Brodart Co., 500 Arch St., Williamsport, PA 17705.

Ingram, 347 Redwood Dr., Nashville, TN 37217.

Metro Video Distribution, 92 Railroad St., Hasbrouck Heights, NJ 07604.

Norstar Video Corp., 1580 Old Bayshore Hwy., San Jose, CA 95112.

Professional Media Service, 1448 W. Rosecrans Ave., Gardena, CA 90249.

Video Trend, 12900 Richfield Ct., Livonia, MI 48150.

Videotakes, 220 Shrewsberry Ave., Red Bank, NJ 07701.

RETAIL

Greenleaf Video Inc., 3230 Nebraska Ave., Santa Monica, CA 90404.

Librarian's Video Service, 184 E. Main St., P. O. Box 468, Middletown, CT 06457-0468.

Sallyforth, 2611 Garden Rd., Monerey, CA 93940.

Zenger Video, 10000 Culver Blvd., Rm. 91, Culver City, CA 90232-0802.

OFF-AIR TAPING

The Licensing Ctr., 5547 N. Ravenswood Ave., Chicago, IL 60640.

PBS Video, 1320 Braddock Place, Alexandria, VA 22314-1698.

VIDEO ACQUISITION: CHILDREN'S

WHOLESALE--HOME VIDEO MARKET

Baker & Taylor, 652 E. Main St., P. O. Box 6920, Bridgewater, NJ 08807.

Brodart Co., 500 Arch St., Williamsport, PA 17705.

VIDEO ACQUISITION: CHILDREN'S

WHOLESALE--HOME VIDEO MARKET (Continued)

Commtron Corp., 2450 Bell Ave., Des Moines, IA 50321.

Ingram, 347 Redwood Dr., Nashville, TN 37217.

Metro Video Distribution, 92 Railroad St., Hasbrouck Heights, NJ 07604.

Norstar Video Corp., 1580 Old Bayshore Hwy., San Jose, CA 95112.

Professional Media Service, 1448 W. Rosecrans Ave., Gardena, CA 90249.

WHOLESALE/RETAIL--EDUCATIONAL MARKET

AIMS Media, 6901 Woodley Ave., Van Nuys, CA 95112.

GPN, Instructional TV Library, Box 80669, Lincoln, NE 68501.

Coronet Film & Video, 108 Wilmot Rd., Deerfield, IL 60015.

Random House Video, 201 E. 50th St., New York, NY 10022.

Weston Woods, Weston, CT 06883.

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